

AP Psychology Syllabus 2020-2021

Ms. Rowan

rowanka@lee.k12.ga.us

Remind Code: @rowanap

Google Classroom Codes: f97ki (1st Period)

h7z4qsl (2nd Period)

Welcome to AP Psych! I'm so excited about the learning we'll be doing this year and about getting to know you better. Please know that I am here to help you be successful in AP Psych; just ask! This syllabus is subject to change. You will be made aware of any changes ASAP.

Textbooks: Myers, D.G. *Myers' Psychology for AP*, 2nd ed. Worth Publishers, 2014.

Schallhorn, C.D. *AMSCO Advanced Placement Psychology*. Perfection Learning Corp, 2019.

Course Overview and Objectives: AP Psychology is a yearlong course that is equivalent to a one semester introductory college course in psychology. The goals of this course include:

- Learning about the field of psychology through in-depth study, discussion, and hands-on activities.
- Exploring the psychology as an integrated and eclectic discipline.
- Developing an understanding of psychology as a science.
- Learning to think critically by examining behavior and mental processes.
- Developing an understanding of the role of psychology within the modern world.

This class may be your first experience with a social science course. Due to the subjective nature of this class, you will be exposed to thinking styles and terminology that are unique and at first may seem perplexing. As you learn more about this type of material, the initial frustration should diminish. The social sciences (especially this course) are relatively new fields of study. As a result, they can be both fascinating and demanding. There are few absolutes in the social sciences as compared to the natural sciences, but the human aspects of these fields are quite interesting to those who study them. A variety of activities, demonstrations, and projects will be provided to meet the goal of instructing scientific and empirical approaches

Grading Overview:

1. Summative Assessments (tests, quizzes, essays, and projects) = 60%
2. Formative Assessments (homework, in-class activities, daily writing, etc) = 40%

For the 20-21 school year, grades are **semester long (no longer two, 9-week grading periods averaged together)** and based on class participation, class work, homework, tests, quizzes, formative assessments, and any special project that the classroom teacher may assign. This portion will count for 80% of the semester final average. Final exams will be given at the end of each semester and will count 20% of the semester average. Because this is an AP class, there are no final exam exemptions.

Classroom Expectations:

1. Be an active and engaged learner, which means:
 - a. Demonstrating respect at all times by maintaining a positive, cooperative, and open-minded attitude.
 - b. Voluntarily and thoughtfully participating in class discussions.
 - c. Listening to others.
2. Follow the student handbook rules of conduct. Gain permission to leave the classroom, including going to the restroom, locker, etc. If a cell phone is used or makes noise in class, it may be handed over to the school office.
3. Carefully and thoroughly read the textbooks as material is covered in class. Come to class prepared: bring and use the required items listed in this document.
4. Use class time appropriately: be punctual and stay on task during all of class time. Submit all assignments in accordance with the deadlines and specific instructions given. Complete all reading and other homework before class begins.

Homework and Academic Honesty:

1. The honesty of students in preparing homework, projects, and papers, and in taking tests is assumed. Should such an assumption fall short of reality, procedures outlined in the Lee County High School handbook will be followed. In addition, students will receive a zero for any assignment/test that is found to have been prepared in a dishonest manner, including copying from someone else.

2. Plagiarism and cheating on papers will not be tolerated. If all or part of a paper is plagiarized, the paper will receive a zero.
3. As with college level social science courses, all formal written communications should use the APA format for source citations, and any research projects must have proper citations and a "Reference List" page to avoid plagiarism. If you have never used APA, don't stress out; I will provide a learning session for APA format during the year. There are online sites available to help as well. A great one is through Purdue University's Online Writing Lab. The link is available on Google Classroom.
4. Homework is an important part of the academic process. The homework you receive will involve reading the textbook, writing, critical thinking, and/or reviewing material discussed in class. You are expected to complete the homework to the best of your ability and on your own, unless explicitly stated otherwise by Ms. Rowan.

Necessary Supplies to bring every day:

1. Three-ring binder or some other method to organize and keep class materials.
2. Sufficient paper and writing utensils, to include at least 1 pencil, 1 blue or black pen, and 1 highlighter.
3. The *AMSCO AP Psychology* book
4. A dedicated notebook for vocabulary, if you are choosing to handwrite it.

Attendance and Making Up Work:

1. Class participation is a vital part of this course; therefore, extensive absences and/or tardies must be avoided. To be counted as on time, you need to be in the classroom when the bell rings.
2. If you know of an upcoming absence, including a study trip or sporting event, you need to get your absent work from me before you leave.
3. In event of an unexpected absence, you should email me to find out what you are missing, if at all possible. In addition, you will need to come to my classroom *the day you return to school* to retrieve any other handouts, etc. from your absence. You will find your assignments in the folders on the wall. You will also speak to me about what you missed. It is your responsibility to check for work and make appropriate arrangements to complete missing assignments within 3 days upon returning to school. If there was an assignment due on the day of your absence, you must be prepared to turn it in at the beginning of class on the day you return.
4. If you miss an exam due to an absence, you must make up your test within 5 school days, and need to be prepared to take it the day you return. You must schedule a make-up with me on an individual basis. Please note that the make-up test will likely be a different version of the test your classmates took in class.

Late Work & Due Date Policy:

1. Late work that is turned in by the beginning of the next class period will be eligible for 80% of the possible credit. Work that is turned in after that will not be eligible for any credit under normal circumstances. *Computer and internet malfunctions are not a valid excuse for late assignments.*
2. In order to receive full credit, all assignments and projects must be submitted at the beginning of class, or when called for by Ms. Rowan, on the assigned date.

Daily Writing:

1. At the start of most class periods, students will engage in Daily Writing. It is collected every 1-2 weeks and counts toward the classwork portion of the grade.
2. Daily Writing will be completed and submitted electronically this year.
3. To get full credit on Daily Writing:

Date each entry. Do not write the question.	Answer in 2-5 full and complete sentences.
"I don't know" or "I don't care" will not receive credit.	If you are absent, write the date of the absence and the word "absent".

Recording Consent Recording a meeting without the consent of all participants may be illegal and actionable. You must obtain consent to record a meeting from all participants, including external guests and guests who join late.

AP Psychology Class Syllabus Virtual Addendum
2020-2021 School Year
Ms. Rowan

****Subject to change in the event that the school system goes all-virtual****

If you are going to be attending school virtually, please carefully read this information:

Attendance:

- Attendance is mandatory.
- Students have permanent access to the class's live feed via the "Meet Link" on the Google Classroom page.
- Students must log in daily at the same time the class meets in person. (See bell schedule in Google Classroom, and remember that Wednesdays and Thursdays are usually block days.)
- Students must use their camera and be physically present, visible, etc. (No avatars or blackscreens.)
- Students should remain muted until/unless called upon.
- Students must remain engaged during class. Your teacher may call on you to participate *at any time*.
- For each class session, students must have ready access to the weekly agenda, pencil/paper, World History binder, and any other pertinent materials.

Virtual Submissions:

- In-Class Work:
 - Submitted work must be handwritten. Students may print handouts, but responses must be handwritten.
 - All daily in-class work (including notes, handouts, activities, and other assignments) must be submitted electronically to Google Classroom by 6:00 PM. Turning in assignments daily allows teachers to track participation and understanding. As in an in-person setting, active participation is integral to meeting learning intentions.
 - Options for electronic submission include PDF (via GeniusScan, DocScan, etc.) or cell phone photo.
- Homework:
 - Homework is due at the beginning of the following day's class.
- Late Work: See syllabus.

- **Assessments:**
 - Assessments will be administered online during the class period. Virtual students will have the same amount of time as in-person students.
- **Plagiarism:**
 - Plagiarism/cheating will be punished according to the handbook.
 - Some assignments may require submission through Turnitin.com in order to discourage plagiarism.

- Make sure you have read the rest of the AP Psych syllabus, as all of those rules/policies will apply to virtual students, as well.

TIPS FOR SUCCESS

- Email me with any questions/concerns. If you feel behind, say something!
- Contact me to make an appointment for a one-on-one Google Meet if you need extra help!

Tentative Year-Long Course Plan:

1st Quarter (August 14 to October 7th, 2020)

<i>Unit # and College Board Curricular Components</i>	<i>Myers' Textbook Unit & Subtopics</i>	<i>AP Psych Exam Weighting</i>
Unit 1: Memory 5.1 Introduction to Memory 5.2 Encoding 5.3 Storing 5.4 Retrieving 5.5 Forgetting and Memory Distortion 5.6 Biological Bases of Memory	Module 31: Studying and Building Memories Module 32: Memory Storage and Retrieval Module 33: Forgetting, Memory Construction, and Memory Improvement.	Included in the Cognitive Psychology Unit
Unit 2: Scientific Foundations of Psychology 1.1 Introducing Psychology 1.2 Research Methods in Psychology 1.3 The Experimental Method 1.4 Selecting a Research Method 1.5 Statistical Analysis in Psychology 1.6 Ethical Guidelines in Psychology	Module 1: Psychology's History Module 2: Psychology's Big Issues and Approaches Module 3: Careers in Psychology Module 4: The Need for Psychological Science Module 5: The Scientific Method and Description Module 6: Correlation and Experimentation Module 7: Statistical Reasoning in Everyday Life Module 8: Frequently Asked Questions about Psychology	10-14%
Unit 3: Biological Bases of Behavior 2.1 Interaction of Heredity and Environment 2.2 The Endocrine System 2.3 Overview of the Nervous System and the Neuron 2.4 Neural Firing 2.6 The Brain 2.7 Tools for Examining Brain Structure and Function 2.8 The Adaptable Brain	Module 9: Biological Psychology and Neurotransmission Module 10: The Nervous and Endocrine Systems Module 11: Studying the Brain and Older Brain Structures Module 12: The Cerebral Cortex Module 13: Brain Hemisphere Organization and the biology of Consciousness Module 14: Behavior Genetics: Predicting Individual Differences Module 15: Evolutionary Psychology: Understanding Human Nature	8-10%

2nd Quarter (October 8th to December 18th, 2020)

<i>Unit # and College Board Curricular Components</i>	<i>Myers' Textbook Unit & Subtopics</i>	<i>AP Psych Exam Weighting</i>
Unit 4: Sensation and Perception 3.1 Principles of Sensation 3.2 Principles of Perception 3.3 Visual Anatomy 3.4 Visual Perception 3.5 Auditory Sensation and Perception 3.6 Chemical Senses 3.7 Body Senses	Module 16: Basic Principles of Sensation and Perception Module 17: Influences on Perception Module 18: Vision Module 19: Visual Organization and Interpretation Module 20: Hearing Module 21: The Other Senses	6-8%
Unit 5: Learning 4.1 Introduction to Learning 4.2 Classical Conditioning 4.3 Operant Conditioning 4.4 Social and Cognitive Factors in Learning	Module 26: How We Learn and Classical Conditioning Module 27: Operant Conditioning Module 28: Operant Conditioning's Applications and Comparison to Classical Conditioning Module 29: Biology, Cognition, and Learning Module 30: Learning by Observation	7-9 %

Unit 6: Cognitive Psychology 5.7 Introduction to Thinking and Problem Solving 5.8 Biases and Errors in Thinking 5.9 Introduction to Intelligence 5.10 Psychometric Principles and Intelligence Testing 5.11 Components of Language and Language Acquisition	Module 34: Thinking, Concepts, and Creativity Module 35: Solving Problems and Making Decisions Module 36: Thinking and Language Module 60: Introduction to Intelligence Module 61: Assessing Intelligence Module 62: The Dynamics of Intelligence Module 63: Studying Genetic and Environmental Influences in Intelligence Module 64: Group Differences and the Question of Bias	13-17% (Including Memory and Consciousness)
Unit 7: Developmental Psychology 6.1 The Lifespan and Physical Development in Childhood 6.2 Social Development in Childhood 6.3 Cognitive Development in Childhood 6.4 Adolescent Development 6.5 Adulthood and Aging 6.6 Moral Development 6.7 Gender and Sexual Orientation	Module 45: Developmental Issues, Prenatal Development, and the Newborn Module 46: Infancy and Childhood: Physical Development Module 47: Infancy and Childhood: Cognitive Development Module 48: Infancy and Childhood: Social Development Module 49: Gender Development Module 50: Parents, Peers, and Early Experiences Module 51: Adolescence: Physical and Cognitive Development Module 52: Adolescence: Social Development and Emerging Adulthood Module 54: Adulthood: Physical, cognitive, and Social Development	7-9%

3rd Quarter (January 5th to March 9th, 2021)

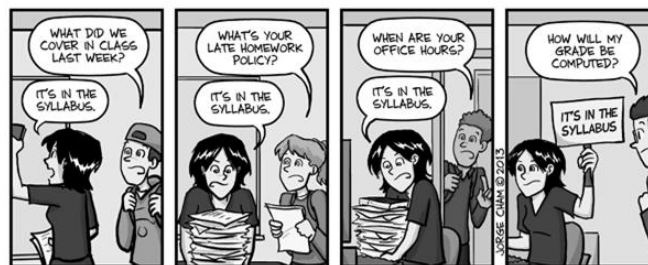
<i>Unit # and College Board Curricular Components</i>	<i>Myers' Textbook Unit & Subtopics</i>	<i>AP Psych Exam Weighting</i>
Unit 8: States of Consciousness 2.5 Influence of Drugs on Neural Firing 2.9 Sleep and Dreaming	Module 22: Understanding Consciousness and Hypnosis Module 23: Sleep Patterns and Sleep Theories Module 24: Sleep Deprivation, Sleep Disorders, and Dreams Module 25: Psychoactive Drugs	Included in the Biology Unit
Unit 9: Motivation and Emotion 7.1 Theories of Motivation 7.2 Specific Topics in Motivation 7.3 Theories of Emotion	Module 37: Motivational Concepts Module 38: Hunger Motivation Module 40: Social Motivation, Affiliation Needs Module 41: Theories and Physiology of Emotion Module 42: Expressed Emotion	11-15% (Motivation, Emotion, & Personality)
Unit 10: Personality 7.5 Introduction to Personality 7.6 Psychoanalytic Theories of Personality 7.7 Behaviorism and Social Cognitive Theories of Personality 7.8 Humanistic Theories of Personality 7.9 Trait Theories of Personality 7.10 Measuring Personality	Module 55: Freud's Psychoanalytic Perspective Module 56: Psychodynamic Theories and Modern Views of the Unconscious Module 57: Humanistic Theories Module 58: Trait Theories Module 59: Social-Cognitive Theories and Exploring the Self	11-15% (Motivation, Emotion, & Personality)
Unit 11: Psychological Disorders 8.1 Introduction to Psychological Disorders	Module 65: Introduction to Psychological Disorders	

8.2 Psychological Perspectives and Biology of Disorders 8.3 Neurodevelopmental and Schizophrenic Spectrum Disorders 8.4 Bipolar, Depressive, Anxiety, Obsessive-Compulsive, and Related Disorders 8.5 Trauma- and Stressor-Related, Dissociative, and Somatic Symptom and Related Disorders 8.6 Feeding and Eating, Substance and Addictive, and Personality Disorders	Module 66: Anxiety Disorders, Obsessive-Compulsive Disorder, and Posttraumatic Stress Disorder Module 67: Mood Disorders Module 68: Schizophrenia Module 69: Other Disorders	12-16% (Clinical Psychology)
--	---	---------------------------------

4th Quarter (March 10th to May 25th, 2021)

<i>Unit # and College Board Curricular Components</i>	<i>Myers' Textbook Unit & Subtopics</i>	<i>AP Psych Exam Weighting</i>
Unit 12: Treatment of Abnormal Behavior 8.7 Introduction to Treatment of Psychological Disorders 8.8 Psychological Perspectives and Treatment of Disorders 8.9 Treatment of Disorders from the Biological Perspective 8.10 Evaluating Strengths, Weaknesses, and Empirical Support for Treatment of Disorders	Module 70: Introduction to Therapy, and Psychodynamic and Humanistic Therapies Module 71: Behavior, Cognitive, and Group Therapies Module 72: Evaluating Psychotherapies and Prevention Strategies Module 73: The Biomedical Therapies	12-16% (Clinical Psychology)
Unit 13: Stress 7.4 Stress and Coping	Module 43: Stress and Health Module 44: Stress and Illness	11-15% (Motivation, Emotion, & Personality)
Unit 14: Social Psychology 9.1 Attribution Theory and Person Perception 9.2 Attitude Formation and Attitude Change 9.3 Conformity, Compliance, and Obedience 9.4 Group Influence on Behavior and Mental Processes 9.5 Bias, Prejudice, and Discrimination 9.6 Altruism and Aggression 9.7 Interpersonal Attraction	Module 74: Attribution, Attitudes, and Actions Module 75: Conformity and Obedience Module 76: Group Behavior Module 77: Prejudice and Discrimination Module 78: Aggression Module 79: Attraction Module 80: Altruism, Conflict, and Peacemaking	8-10%
Unit 15: Review	All of them!	100%

The 2021 AP Psych Test is scheduled for 12:00 pm on Tuesday, May 11th!!



IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.